



Palmetto Bays Elementary

8900 Hwy 544
Myrtle Beach, SC 29588

| | | |
|-----------------------|------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 713 Students | |
| Principal | William D. James | 843-236-6200 |
| Superintendent | Dr. Cynthia Elsberry | 843-488-6700 |
| Board Chair | Will Garland | 843-358-8002 |

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| Year | Absolute Rating | Growth Rating |
|-------------|-----------------|----------------------|
| 2008 | Average | Below Average |
| 2007 | Average | Below Average |
| 2006 | Good | At-Risk |
| 2005 | Good | Good |
| 2004 | Good | Below Average |

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

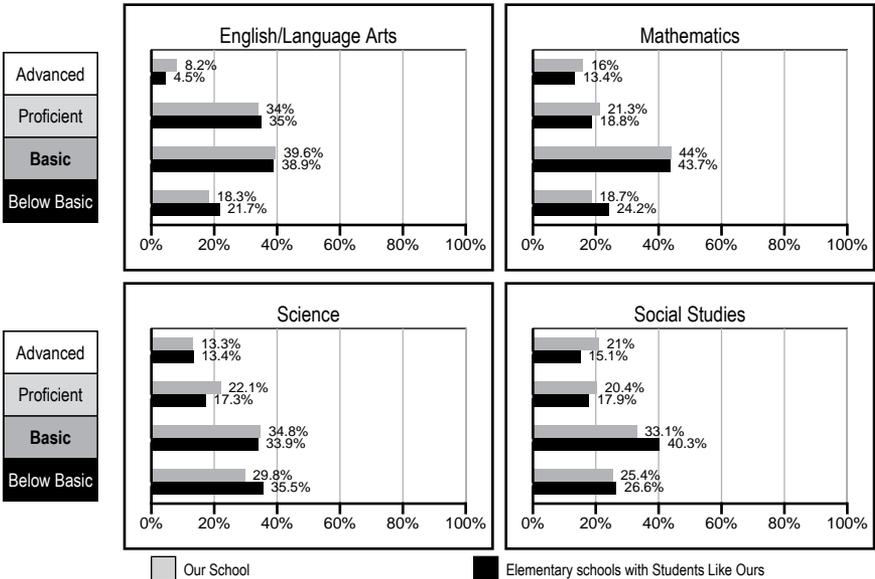
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 96.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0 | 3 | 49 | 34 | 1 |

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

| | |
|-------------|---|
| Advanced | Exceeded expectations, Very high score, very well prepared to work at next grade level |
| Proficient | Met expectations, Well prepared to work at next grade level |
| Basic | Met standards, Minimally prepared, can go to next grade level |
| Below Basic | Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level |

Abbreviations for Missing Data

N/A–Not Applicable | N/AV–Not Available | N/C–Not Collected | N/R–Not Reported | I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=713) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 2.9% | Up from 1.8% | 2.8% | 2.3% |
| Attendance rate | 95.5% | Up from 95.4% | 96.1% | 96.3% |
| Eligible for gifted and talented | 9.0% | Down from 13.6% | 9.5% | 10.4% |
| With disabilities other than speech | 14.5% | Up from 11.6% | 8.7% | 7.5% |
| Older than usual for grade | 1.0% | Up from 0.6% | 0.7% | 0.6% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.4% | Down from 0.5% | 0.0% | 0.0% |
| Teachers (n=50) | | | | |
| Teachers with advanced degrees | 54.0% | Up from 46.0% | 57.4% | 56.7% |
| Continuing contract teachers | 76.0% | Up from 72.0% | 80.3% | 77.3% |
| Teachers with emergency or provisional certificates | 0.0% | Down from 2.4% | 0.0% | 0.0% |
| Teachers returning from previous year | 87.8% | Down from 90.0% | 86.8% | 86.4% |
| Teacher attendance rate | 94.6% | Down from 96.0% | 94.8% | 94.9% |
| Average teacher salary | \$46,019 | Up 6.5% | \$45,332 | \$45,345 |
| Professional development days/teacher | 16.1 days | Up from 15.9 days | 12.6 days | 12.6 days |
| School | | | | |
| Principal's years at school | 6.0 | Up from 5.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 18.5 to 1 | Down from 23.1 to 1 | 18.5 to 1 | 18.5 to 1 |
| Prime instructional time | 89.1% | Down from 90.9% | 89.4% | 89.8% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 95.2% | Down from 100.0% | 100.0% | 100.0% |
| Character development program | Excellent | No Change | Excellent | Excellent |
| Dollars spent per pupil* | \$7,719 | Up 14.8% | \$6,897 | \$7,052 |
| Percent of expenditures for instruction* | 71.9% | Down from 74.9% | 68.9% | 69.1% |
| Percent of expenditures for teacher salaries* | 67.4% | Down from 72.5% | 65.5% | 64.2% |

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

In 2007-08 Palmetto Bays Elementary celebrated our sixth year of serving students in child development through fifth grades. We are a Title I school receiving funding to provide additional educational experiences for all students. Our teachers are highly qualified and through collaboration focus on the individual learning styles of each student. We enjoy a unique team approach between teachers, parents, and students. We encourage parent and teacher participation through conferencing, parenting workshops, student study teams, and other activities provided by a full-time parent family school coordinator.

Here are a few school highlights:

- After-school fine arts clubs such as dance and yoga
- Before- and after-school tutoring
- Preschool story time for area children
- Reading incentive program for students
- Drama club for grades 3-5
- Active parent organization that promotes family involvement
- On-site afterschool care
- Student Mentoring program with Coastal Carolina University students
- Business partners and a parent resource library
- Science exploration lab with full-time instructor for grades 4 and 5
- National Board Certified teachers on staff
- Pre-K Early Literacy program and classroom inclusion of regular ed students
- Silver award for student achievement
- Two on-site curriculum coaches
- Book grant for student take home
- Student-operated morning news program
- Student support of service projects - March of Dimes, Jump Rope for Heart

W. David James, Principal

Dr. John Navin, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 43 | 82 | 60 |
| Percent satisfied with learning environment | 86.0% | 85.4% | 82.8% |
| Percent satisfied with social and physical environment | 86.0% | 87.7% | 78.3% |
| Percent satisfied with school-home relations | 86.0% | 90.1% | 70.0% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

| | |
|-------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 3.0% | 1.8% |
| Classes in high poverty schools not taught by highly qualified teachers | 0.9% | 6.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.5% | 94.0% | Yes |

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|---------------------------|-----------------------------|

English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 305 | 100 | 18.1 | 39.1 | 33.7 | 9.1 | 56.5 | 57.2 | 48.2 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 151 | 100 | 20.7 | 48.1 | 25.9 | 5.2 | 48.1 | 50.3 | 41.7 | N/A | N/A |
| Female | 154 | 100 | 15.6 | 30.5 | 41.1 | 12.8 | 64.5 | 64.4 | 55 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 220 | 100 | 10.7 | 40.6 | 38.1 | 10.7 | 64 | 65.4 | 60 | Yes | Yes |
| African American | 52 | 100 | 42.6 | 31.9 | 21.3 | 4.3 | 34 | 34.7 | 31.7 | Yes | Yes |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 73 | 70.4 | I/S | I/S |
| Hispanic | 27 | 100 | 30.8 | 46.2 | 23.1 | 0 | 38.5 | 43.1 | 38.4 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 47 | 47 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 74 | 100 | 35.9 | 39.1 | 15.6 | 9.4 | 32.8 | 21.7 | 16 | Yes | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 38.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 28 | 100 | 30.8 | 46.2 | 19.2 | 3.8 | 38.5 | 39.1 | 36.9 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 193 | 100 | 24.3 | 43.8 | 25.4 | 6.5 | 45 | 44.9 | 34 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

| | | | | | | | | | | | |
|------------------------------|-----|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 305 | 100 | 18.5 | 43.8 | 22.1 | 15.6 | 50.4 | 56.4 | 45.8 | Yes | Yes |
| Gender | | | | | | | | | | | |
| Male | 151 | 100 | 19.3 | 40 | 25.9 | 14.8 | 51.9 | 55.9 | 45.6 | N/A | N/A |
| Female | 154 | 100 | 17.7 | 47.5 | 18.4 | 16.3 | 48.9 | 57 | 45.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 220 | 100 | 13.7 | 43.1 | 24.9 | 18.3 | 56.3 | 65.2 | 59 | Yes | Yes |
| African American | 52 | 100 | 25.5 | 51.1 | 17 | 6.4 | 34 | 31.6 | 26.9 | Yes | Yes |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | I/S | 75 | 71.3 | I/S | I/S |
| Hispanic | 27 | 100 | 38.5 | 46.2 | 11.5 | 3.8 | 30.8 | 42.6 | 38.1 | I/S | I/S |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 48.5 | 46.2 | I/S | I/S |
| Disability Status | | | | | | | | | | | |
| Disabled | 74 | 100 | 42.2 | 34.4 | 18.8 | 4.7 | 28.1 | 20.8 | 17.1 | No | Yes |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 32.5 | N/A | N/A |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 28 | 100 | 38.5 | 46.2 | 11.5 | 3.8 | 30.8 | 41 | 38.7 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 193 | 100 | 24.3 | 47.9 | 18.3 | 9.5 | 40.8 | 43.9 | 31.4 | Yes | Yes |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | School % Proficient and Advanced* | District % Proficient and Advanced* | State % Proficient and Advanced* | School Attendance Rate | District Attendance Rate |
|------------------------------|-------------------------------|----------|---------------|---------|--------------|------------|-----------------------------------|-------------------------------------|----------------------------------|------------------------|--------------------------|
| Science | | | | | | | | | | | |
| All Students | 206 | 100 | 29.3 | 34 | 21.8 | 14.9 | 36.7 | 41.4 | 35.7 | 95.5 | 96.3 |
| Gender | | | | | | | | | | | |
| Male | 103 | 100 | 30.1 | 35.5 | 20.4 | 14 | 34.4 | 43.8 | 37.4 | 95.5 | 96.2 |
| Female | 103 | 100 | 28.4 | 32.6 | 23.2 | 15.8 | 38.9 | 39 | 33.8 | 95.6 | 96.4 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 145 | 100 | 20.6 | 34.4 | 26 | 19.1 | 45 | 50.4 | 49.2 | 95.1 | 96.1 |
| African American | 39 | 100 | 52.8 | 25 | 16.7 | 5.6 | 22.2 | 16.7 | 17 | 95.7 | 96.7 |
| Asian/Pacific Islander | 2 | I/S | I/S | I/S | I/S | I/S | I/S | 63.8 | 58 | 97.4 | 97.4 |
| Hispanic | 19 | 100 | 38.9 | 50 | 5.6 | 5.6 | 11.1 | 26.2 | 24.9 | 97.2 | 96.8 |
| American Indian/Alaskan | 1 | I/S | I/S | I/S | I/S | I/S | I/S | 28.3 | 37.4 | 95.8 | 95.5 |
| Disability Status | | | | | | | | | | | |
| Disabled | 55 | 100 | 53.1 | 22.4 | 12.2 | 12.2 | 24.5 | 15.2 | 14 | 94.6 | 95.7 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 21.9 | N/A | 99.4 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 19 | 100 | 38.9 | 50 | 5.6 | 5.6 | 11.1 | 22.7 | 24.4 | 97.6 | 97 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 133 | 100 | 35.9 | 41 | 14.5 | 8.5 | 23.1 | 28.8 | 21.1 | 95.4 | 96 |
| Social Studies | | | | | | | | | | | |
| All Students | 203 | 100 | 25.4 | 33 | 21.1 | 20.5 | 41.6 | 41.6 | 34 | 95.5 | 96.3 |
| Gender | | | | | | | | | | | |
| Male | 97 | 100 | 22.5 | 33.7 | 24.7 | 19.1 | 43.8 | 45.3 | 36.6 | 95.5 | 96.2 |
| Female | 106 | 100 | 28.1 | 32.3 | 17.7 | 21.9 | 39.6 | 37.8 | 31.3 | 95.6 | 96.4 |
| Racial/Ethnic Group | | | | | | | | | | | |
| White | 149 | 100 | 18 | 33.8 | 24.8 | 23.3 | 48.1 | 48.6 | 44.5 | 95.1 | 96.1 |
| African American | 32 | 100 | 56.7 | 26.7 | 10 | 6.7 | 16.7 | 20.7 | 19.1 | 95.7 | 96.7 |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | I/S | 57.2 | 58.9 | 97.4 | 97.4 |
| Hispanic | 18 | 100 | 33.3 | 33.3 | 16.7 | 16.7 | 33.3 | 33.9 | 27.5 | 97.2 | 96.8 |
| American Indian/Alaskan | N/A | I/S | I/S | I/S | I/S | I/S | I/S | 39.1 | 32.7 | 95.8 | 95.5 |
| Disability Status | | | | | | | | | | | |
| Disabled | 46 | 100 | 37.5 | 35 | 15 | 12.5 | 27.5 | 17.1 | 14.4 | 94.6 | 95.7 |
| Migrant Status | | | | | | | | | | | |
| Migrant | N/A | I/S | I/S | I/S | I/S | I/S | I/S | N/A | 22.6 | N/A | 99.4 |
| English Proficiency | | | | | | | | | | | |
| Limited English Proficient | 19 | 100 | 33.3 | 27.8 | 16.7 | 22.2 | 38.9 | 30.8 | 27.3 | 97.6 | 97 |
| Socio-Economic Status | | | | | | | | | | | |
| Subsided meals | 126 | 100 | 32.7 | 36.3 | 15.9 | 15 | 31 | 29.8 | 21 | 95.4 | 96 |

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced* |
|------------------------------|-------|-------------------------------|----------|---------------|---------|--------------|------------|----------------------------|
| English/Language Arts | | | | | | | | |
| 2007 | 3 | 110 | 98.2 | 11 | 37 | 44 | 8 | 52 |
| | 4 | 94 | 100 | 12.5 | 45.5 | 38.6 | 3.4 | 42 |
| | 5 | 104 | 100 | 21.1 | 48.4 | 28.4 | 2.1 | 30.5 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 108 | 100 | 11.6 | 27.4 | 45.3 | 15.8 | 61.1 |
| | 4 | 104 | 100 | 22.7 | 38.1 | 34 | 5.2 | 39.2 |
| | 5 | 93 | 100 | 20.2 | 53.6 | 20.2 | 6 | 26.2 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Mathematics | | | | | | | | |
| 2007 | 3 | 110 | 99.1 | 18 | 47 | 22 | 13 | 35 |
| | 4 | 94 | 100 | 18.2 | 39.8 | 19.3 | 22.7 | 42 |
| | 5 | 104 | 100 | 20 | 44.2 | 16.8 | 18.9 | 35.8 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 108 | 100 | 21.1 | 44.2 | 17.9 | 16.8 | 34.7 |
| | 4 | 104 | 100 | 16.5 | 47.4 | 24.7 | 11.3 | 36.1 |
| | 5 | 93 | 100 | 17.9 | 39.3 | 23.8 | 19 | 42.9 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Science | | | | | | | | |
| 2007 | 3 | 57 | 100 | 42.9 | 38.8 | 14.3 | 4.1 | 18.4 |
| | 4 | 94 | 98.9 | 28.6 | 31 | 20.2 | 20.2 | 40.5 |
| | 5 | 53 | 100 | 38.3 | 36.2 | 17 | 8.5 | 25.5 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 55 | 100 | 26.5 | 32.7 | 28.6 | 12.2 | 40.8 |
| | 4 | 104 | 100 | 27.8 | 35.1 | 21.6 | 15.5 | 37.1 |
| | 5 | 47 | 100 | 35.7 | 33.3 | 14.3 | 16.7 | 31 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| Social Studies | | | | | | | | |
| 2007 | 3 | 54 | 100 | 12 | 54 | 24 | 10 | 34 |
| | 4 | 94 | 98.9 | 22.6 | 34.5 | 31 | 11.9 | 42.9 |
| | 5 | 53 | 100 | 42.2 | 35.6 | 13.3 | 8.9 | 22.2 |
| | 6 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 7 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| | 8 | N/A | N/AV | N/AV | N/AV | N/AV | N/AV | N/AV |
| 2008 | 3 | 55 | 100 | 12.5 | 41.7 | 22.9 | 22.9 | 45.8 |
| | 4 | 102 | 100 | 26.3 | 29.5 | 22.1 | 22.1 | 44.2 |
| | 5 | 46 | 100 | 38.1 | 31 | 16.7 | 14.3 | 31 |
| | 6 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 7 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |
| | 8 | N/A | I/S | I/S | I/S | I/S | I/S | I/S |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample